

Markscheme

November 2016

**English
Language and literature**

On-screen examination

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Marking guidelines

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalized if they exceed or fall short of advisory word counts, unless the quality of the response is affected, eg, by a lack of development of ideas / analysis etc.
- If a candidate uses bullets, Criterion B will be awarded a maximum of two marks.
- Where a section of text is specified in a question, candidates' responses should focus on those specific sections/lines/paragraphs.
- Where exemplar responses appear in the assessment grids, the examples given illustrate the top end of each band.
- For Criterion A, bullet i, where candidates are asked to analyse/interpret the writer's use of language, 'use of language' can encompass content, context, language, structure, technique and style. However, it is not expected for the candidate to explore all of these aspects in one response. The aspects explored will depend upon the candidate's own interpretation of the specific text and question.
- Use of a '/' indicates alternative acceptable points and not a list of expected responses.
- Use of brackets indicates additional detail that is not required for the mark.
- Where the mark scheme instructs to 'Reward all valid points' examiners should look to reward all relevant points including and beyond the suggested responses. When you have indicative content next to the descriptors of a criterion, you should award levels which best fit with descriptors rather than indicative content. The indicative content is for reference only.
- For the compare and contrast question, candidates are required to write about both texts. If students only write about one text, they cannot go beyond 3 marks for Criterion A and beyond 2 marks for Criterion B.

Task 1 – Analysing – Text 1 – Questions 1a – 1c

Question 1a - Criterion A

Identify two ways in which the author brings the rain to life in paragraph 1.

(2 marks)

Award **(1 mark)** for any combination of relevant examples or literary features up to a maximum of **(2 marks)**. Reward all valid points.

The author brings the rain to life by:

- using personification/simile/metaphor ('merciless', 'plays tricks', is so 'corrosive' he can 'eat through the zinc roof')
- describing it as demanding (needs 'sacrifices' of the pots and pans)
- describing/comparing it as powerful (water 'inexhaustible', 'rivals the seas').

Question 1b – Criterion A

Outline two aspects of the father’s character and **select two** examples that show how these aspects are developed.

(4 marks)

Reward **(2 marks)** for each response set that clearly links an aspect of characterization **(1 mark)** with a relevant piece of evidence/example **(1 mark)**. Reward **all** valid responses.

Possible aspects of characterization (direct or indirect) (2 marks)	Possible examples (2 marks)
<ul style="list-style-type: none"> mentally unstable paranoid/suspicious harsh/domineering unhealthy/suffering hardworking father’s status/low paid employment 	<ul style="list-style-type: none"> thinking people want to poison the family suspicious of the entire compound warns the children not to eat other’s food/warns children not to play with other children physical appearance (“eyes mad”, “livid cuts and boils”/ “raw and twisted” feet) manual labourer (load-carrier) late hours covered in mud/stinking

Question 1c – Criterion A

The author repeats the motif of rain for effect throughout this extract. **Select two** quotations from the text that exemplify this and **analyse** their effect on the reader.

(4 marks)

Note: Candidates are required to use their understanding of the text to select two examples and analyse their effect on the reader. Students can use quotations and/or paraphrase. Do not penalize for use of bullet points.

Reward **all** valid points (that use relevant quotations and interpret author's purpose) up to a maximum of **(4 marks)**. Reward one mark for every relevant quotation and one mark for each corresponding interpretation. However, if the interpretation does not correspond with the evidence, award no marks for the interpretation. Evidence can be direct or inferred.

Possible responses *could* include:

Motif of rain (2 marks)	Effect on reader (2 marks)
<ul style="list-style-type: none"> • "The rain god was merciless for two weeks" (Paragraph 1) • "the sky seemed to have become as inexhaustible with water as the seas" (Paragraph 1) • "water leaked through our ceiling" (Paragraph 1) • cooking containers used to "catch the water that dripped down"/"filled up and overflowed" (Paragraph 1) • "the trick the rain god was playing on me" (Paragraph 1) • "slugs, worms, millipedes, fishes" (Paragraph 2) • "Sometimes it rained so much. . . " (Paragraph 3) • "our street turned into one big stream" (Paragraph 4) • "the noise of the falling rain penetrated our bones, our silences, and our dreams." (Paragraph 4) 	<ul style="list-style-type: none"> • rain is constant and unrelenting; this creates a sense of pervasiveness • simile: rain compared to an ocean – creates overwhelming feeling of inundation • poverty and sense of helplessness in face of powerful rain • highlights limited means, poverty and desperation • rain can hurt / incessant rain can play tricks on your mind / is a form of torture • highlight the wetness of the environment where various creatures can thrive • rain can cause sickness / be potentially life-threatening • inundation threatens not just the family but also the wider community • culminating statement highlights power of rain: hammering of rain is symbolic of life hammering down at first on the family and then widening to include the community

Task 1 – Analyse – Analysing – Text 2 – Questions 1d – 1e

Question 1d – Criterion A

Describe **two** contrasting images from the start of the film, 00:00 to 00:28, that convey the mixed emotions the people of India have about the monsoon.

(2 marks)

Award **(2 marks)** for candidates who contrast any two images from 00:00 – 00:28. No marks are awarded if the candidate provides only one image.

Reward **all** valid responses. Responses **may** contrast the following images:

Image 1 vs. Image 2
<ul style="list-style-type: none">• An image of people dancing in the water versus an image of people working in the water• An image of a child looking out of a window, staring nervously at the rain versus an image of boys dancing in/flipping into the water• An image of furled brow/worried of the girl (while narrator says, “They can’t wait for it to end.”) versus an image of boys dancing in/flipping into the water (while the narrator says, “They celebrate its arrival”)• An image of skies with imminent rain and threatening storms versus an image of boys dancing in/flipping into the water

Question 1e – Criterion A

List three effects of climate change predicted by the filmmaker Sturla Gunnarsson in section 00:30 – 01:23

(3 marks)

Award **(1 mark)** for each detail connected to a valid prediction/point about the subject in the text. **Do not award** marks for points not mentioned in the text. Award **(1 mark)** for the following up to a maximum of **(3 marks)**:

list could include the following likely impacts of climate change (either quoted or paraphrased):

- “makes a chaotic system more chaotic”/more unpredictable
- more rain at sea
- less rain on land
- hotter and/or drier monsoon seasons
- migration/places become ‘ghost towns’
- crops don’t grow/farmers can’t grow crops/food

Task 1 – Analysing – Texts 1 and 2 – Question 1f

Question 1f

Compare and contrast how the writer and the filmmaker show the significance of the rain and its impact on both communities. Provide evidence from **both** texts to support your answer.

(35 marks)

Note: Examiners need to award a mark for each of Criterion A, B and D below.

Criterion A: 15 marks

Responses should focus on comparing and contrasting how the writer and filmmaker show the significance of rain in **both** texts.

Candidates' ability to compare and contrast the two texts (strand iv.) should be the deciding factor when placing students in a band for Criterion A.

Candidates are required to write about both texts. If students only write about one text, they will be awarded a maximum of (3 marks) for Criterion A.

Candidates who do not compare AND contrast will be awarded a maximum of (7 marks) for Criterion A.

In descriptor strand i and ii, not all elements need to be addressed in the piece for the mark to be awarded. In descriptor strand iii, terminology can be implied.

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student does not reach a standard described by any of the descriptors below.	
1-3	<p>The student:</p> <ul style="list-style-type: none"> i. & ii. provides limited analysis of the content, context, language, structure, technique and/or style of texts and the relationship between texts; and/or the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples and explanations; uses little or no terminology iv. Considers few similarities and/or differences, making minimal connections in features across and within genres and texts. 	<i>The candidate presents obvious and superficial ideas about text one and/or text two.</i>
4-7	<p>The student:</p> <ul style="list-style-type: none"> i. & ii. provides adequate analysis of the content, context, language, structure, technique and/or style of texts and the relationship between texts; and/or the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. Considers some similarities and/or differences, making adequate connections in features across and within genres and texts. 	<i>The candidate presents obvious connections between the two texts.</i>
8-11	<p>The student:</p> <ul style="list-style-type: none"> i. & ii. effectively analyses the content, context, language, structure, technique, and/or style of texts and the relationship between texts; and/or the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. explores similarities and differences, making substantial connections in features across and within genres and texts. 	<i>In addition to obvious ideas, the candidate makes more implicit connections between the two texts.</i>
12-15	<p>The student:</p> <ul style="list-style-type: none"> i. & ii. provides perceptive analysis of the content, context, language, structure, technique, and/or style of texts and the relationship between texts; and/or the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. evaluates similarities and differences, making extensive connections in features across and within genres and texts. 	<i>The candidate discusses more subtle connections and may draw conclusions within and beyond the two texts.</i>

Criterion B: 10 marks

Candidates are required to write about both texts. If students only write about one text, they cannot go beyond (2 marks) for Criterion B. If a candidate uses bullets, Criterion B will be awarded a maximum of (2 marks).

Marks	Mark descriptor (B: Organizing - Due to the nature of the eAssessment, strand iii has not been included.)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention, eg writing about each text separately ii. organizes opinions and ideas with a minimal degree of coherence and logic , eg. points may be unconnected.
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, eg. there is an attempt to compare and contrast the texts ii. organizes opinions and ideas with a degree of coherence and logic , eg. begins to make connections.
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, eg. compares and contrasts the two texts ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
9–10	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way.

Criterion D: 10 marks

Examiners are reminded to consider **best fit/balance** in rewarding marks for all strands in Criterion D. (eg. if a candidate's register is strong but there are several errors in grammar, etc.)

Marks	Mark descriptor (D: Using language) Due to the nature of the eAssessment, strands iv and v have not been included.)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of appropriate vocabulary ii. writes in an inappropriate register and style that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication.
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. sometimes writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication.
6–8	The student: i. uses a varied range of appropriate vocabulary and sentence structures ii. writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication.
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a consistently purposeful register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective .

Task 2 – Producing Literary Text

Create a dialogue between **two** imaginary characters who are looking at the setting in **one** of the images. Inspired by what the characters see, the conversation should reveal their feelings, thoughts and purpose. In your dialogue, you might consider focusing on any of the following literary features: setting, character, style, theme, point of view and structure (conventions of dialogue writing).

(35 marks)

Note: Examiners need to award a mark for each of Criterion B, C and D below.

As noted in the marking guidelines, candidates should not be penalised if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

For the literary task, candidates should create dialogue between two characters functioning in/looking at the setting linked to one of the images. The conversation should reveal the characters' thoughts, feelings and their purpose or build up to some action. The dialogue may be punctuated with descriptive or and/or emotive language for effect. If candidates do not use the basic conventions of dialogue writing or use bullet points, only criterion B is affected.

Reward all valid responses.

Criterion B: 10 marks

If a candidate uses bullets, Criterion B will be awarded a maximum of (2 marks).

Marks	Mark descriptor (B: Organizing) Due to the nature of the eAssessment, strand iii has not been included.)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention, eg. there is a basic chronological structure although some elements may be absent ii. organizes opinions and ideas with a minimal degree of coherence and logic .
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, eg. the structure is straightforward and adheres to the given form ii. organizes opinions and ideas with a degree of coherence and logic .
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, eg. the structure is secure and structural devices (such as referring back to an early detail at the end) begin to add to the overall effect ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
9–10	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively , eg. structural devices (such as temporal shifts) enhance coherence and cohesion, and may be utilised throughout ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way.

Criterion C: 15 marks

Responses which use both of the images should not be awarded more than (7 marks) for Criterion C – Producing Text.

Responses which use none of the images should be awarded (0 marks) for Criterion C – Producing Text.

To determine the mark for criterion C, a best-fit approach between the mark descriptor and the marking notes must be used.

Marks	Mark descriptor (C: Producing text)	Marking notes/indicative content
0	The student does not reach a standard described by any of the descriptors below.	
1–3	The student: i. demonstrates a limited degree of insight, imagination or sensitivity ii. makes minimal stylistic choices in terms of linguistic and literary devices iii. selects few relevant details and examples to develop ideas.	<i>The response is basic and makes a generic link to the image and/or prompt.</i>
4 - 7	The student: i. demonstrates some insight, imagination or sensitivity ii. makes some stylistic choices in terms of linguistic and literary devices iii. selects some relevant details and examples to develop ideas.	<i>The response explores the image and prompt with some originality.</i>
8 - 11	The student: i. demonstrates considerable insight, imagination or sensitivity ii. makes thoughtful stylistic choices in terms of linguistic and literary devices iii. selects sufficient relevant details and examples to develop ideas.	<i>The response elaborates on the image and prompt with originality and creativity.</i>
12 - 15	The student: i. demonstrates a high degree of insight, imagination or sensitivity ii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision .	<i>The response is highly engaging and it elaborates on the image and prompt with originality and creativity.</i>

Criterion D: 10 marks

Examiners are reminded to consider **best fit/balance** in rewarding marks for all strands in Criterion D (i.e. if a candidate's register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of appropriate vocabulary ii. writes in an inappropriate register and style that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication.
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. sometimes writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication.
6–8	The student: i. uses a varied range of appropriate vocabulary and sentence structures ii. writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication.
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a consistently purposeful register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective .

Task 3 – Producing Non-literary Text

As a young activist, you have been asked to speak to your peers at a school assembly on globalization and sustainability.

Present your ideas on how new technologies can be used to connect people from diverse cultures in a persuasive speech.

(35 marks)

Note: Examiners need to award a mark for each of Criterion B, C and D below.

Responses may take the form of a typical persuasive speech with candidates using rhetorical language to present their pitch, which should reflect their understanding or perception of the global context. The use of language may be figurative, factual, emotive, or there may be a combined approach of pathos, logos and ethos to appeal to their audience. All valid responses should be rewarded.

As noted in the marking guidelines, candidates should not be penalized if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

Criterion B: 10 marks

If a candidate uses bullet points, Criterion B will be awarded a maximum of (2 marks).

Marks	Mark descriptor (B: Organizing-Due to the nature of the eAssessment, strand iii is not included.)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention, eg. there is a basic chronological structure although some elements may be absent ii. organizes opinions and ideas with a minimal degree of coherence and logic .
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, eg. the structure is straightforward and adheres to the given form ii. organizes opinions and ideas with a degree of coherence and logic .
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, eg. the structure is secure and structural devices (such as referring back to an early detail at the end) begin to add to the overall effect ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
9–10	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively , eg. structural devices (such as crafting the length of sentences and/or paragraphs) enhance coherence and cohesion, and may be utilised throughout ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way.

Criterion C: 15 marks

To determine the mark for criterion C, a best-fit approach between the mark descriptor and the marking notes must be used.

Marks	Mark descriptor (C: Producing text-Due to the nature of the eAssessment strand i has been adapted; due to the nature of the task, strand ii is not included.)	Marking notes
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–3	The student: i. demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.	<i>The response is basic with a few details to support or explain the prompt. There is little or no reference to the global context.</i>
4–7	The student: i. demonstrates some insight, imagination or sensitivity and some exploration of perspectives and ideas ii. makes some stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.	<i>The response explores the prompt with some supporting details and demonstrates some understanding of the global context.</i>
8–11	The student: i. demonstrates considerable insight, imagination or sensitivity and substantial exploration of perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.	<i>The response elaborates on the prompt and demonstrates good understanding of the global context.</i>
12–15	The student: i. demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision .	<i>The response is engaging with clear reflection on the prompt and demonstrates excellent understanding of the global context.</i>

Criterion D: 10 marks

Examiners are reminded to consider **best fit/balance** in rewarding marks for all strands in Criterion D (eg. if a candidate's register is strong but there are several errors in grammar, etc.)

Marks	Mark descriptor (D: Using language-Due to the nature of the eAssessment, strands iv and v are not included.)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of appropriate vocabulary ii. writes in an inappropriate register and style that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication.
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. sometimes writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication.
6–8	The student: i. uses a varied range of appropriate vocabulary and sentence structures ii. writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication.
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a consistently purposeful register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective .